**Activity 2: The Dream and Code**

**Objectives:**

* Discuss the imagery used in the story, explaining different ideas
* Decipher a code using logic and spelling.

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| **Date:** |  | Session Time: 55-60 mins | |
| **Approx.Timings** | **Description** | **Main Questions/Points** | **Resources** |
| 3 mins | Recap the first chapter. |  |  |
| 5 mins | Ask everyone what the voice said to the Leo and Nina before it vanished.  Show the abstract of text (***Resource 2.0***)  *‘Seek the seven portals. Find those, and you will find us, and our secrets!...*  *… All I can do is leave you clues… In your dreams.’*  Remind everyone that this book is more than just a story. Both the characters in the story and you, the reader, have to solve the clues and puzzles.  What do you think this illustration could be? (the dream) | What did the voice say to the children?  What do you think Nina and Leo are going to do?  What do you think this illustration could be? (the dream)  So, what do we have to do with it? | Abstract of text  ***(Resource 2.0)***  Illustration of dream  ***(Resource 2.1)*** |
| 3-5 mins | Ask everyone to look at the image on ***worksheet 2.0*** and discuss:  What do they notice?  What connections can they see to the first chapter? |  | ***Worksheet 2.0*** |
| 10-15 mins | Discuss and answer the questions around the edge of the sheet. | What do you notice about the sphinx?  If you went to the real museum to find the secret object, which section would you go to? Why? | ***Worksheet 2.0*** |
| 5 mins | Share everyone’s answers to the questions. |  | Illustration of dream  ***(Resource 2.1)*** |
| **THE CODE** | | | |
| 2-3 mins | Look back at the image.  Show them another phrase written in the Hidden’s language. Their challenge is to decode it and see if it gives any more clues about the story. | What is the writing do you think? (Another language/code) | Illustration of dream  ***(Resource 2.1)*** |
| 3 mins | Take a look at the coded phrase (***Resource 2.2***)  *It says* (*Seek the Keeper’s Secret*) | How could we work out what it might say?  Are there any patterns? E.g. Double letters. | The coded phrase  ***(Resource 2.2)*** |
| 10-15 mins  *The timing varies, but you might be surprised by just how quickly they decode it once they get the first few letters.* | In pairs, work on the coded phrase (***Resource 2:3***)  Give everyone time to look and discuss what it might be.  If some groups think they have found some letters, let them feed back to the class what they think they are and why they think so.  *Points for discussion if they are struggling\**   * Double symbols – are there any? What letters could they be? * What letter often comes after an apostrophe? Can that help us?   *For any groups that finish quicker, set them the challenge of deciphering the note in the image.* | Is there anything you notice?  Is there anything that you can see and use to help solve the message? | The coded phrase  ***(Resource 2.3)***  Scrap paper for ideas |
| 5 mins | Once anyone thinks they have solved it, invite them to demonstrate how they managed to do so, giving educated guesses as to what the letters might be. |  | The coded phrase  ***(Resource 2.3)*** |
| 5 mins | What do you think the message means?  Ask everyone what they liked about the image and the code.  What was it like trying to decode the secret language?  Who might they ask for help if they weren’t sure? | What do you think the message means?  What was it like trying to decode the secret language?  Who might you ask for help if you weren’t sure? |  |

*\* Although we have two consonants together in words, the double letters are probably going to be vowels because of where they are in the word, for example ‘seek’.*

*Once someone has decided it is a vowel try to have them reason that the only two real possibilities are ‘ee’ or ‘oo’ because it is very unlikely to have ‘ii’, ‘uu’ and ‘aa’.*

*Once they have found ‘e’ (the most common letter in the English language) that will allow them to uncover a large proportion of the message.*

*From here there are lots of deductions they can make: e.g. one of the most common three-letter words ending in ‘e’ is ‘the’ and a common letter that follows an apostrophe is ’s’ etc.*

*You may need to guide them a little with this but first see what they can discover by themselves. When we have run this workshop before we have been amazed by the children’s logical approach and how quickly they deciphered the code when working as a team.*

A screenshot of a cell phone

Description automatically generated